**Halifax County Schools**

UNIT PLANNING TEMPLATE

UNIT: **Beatrix Potter Naughty Animal Tales** TIME FRAME**: One Week** TEACHER: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  | | --- | | **Unit Summary and Rationale:** (Outlines the components of the unit and the reasoning for their inclusion): | | The students will hear and/or read various stories from author/illustrator Beatrix Potter. Beatrix Potter's charming animal stories are as popular today as when they were published in the early 1900s, owing largely to Potter's beautiful artwork and the simplicity of her characters and themes. Students will compare and contrast story characters to each other and themselves. | | | | | | | | | |
| |  | | --- | | **Unit Connection College and Career Ready Descriptions:** Teachers will select at least one of the following lenses to act as the overlay for the unit. These are the descriptors that must be included to ensure the unit is fully aligned to the CCLS and relevant to the college and career ready student.  ☑ Students will demonstrate independence.   Students will value evidence.   Students will build strong content knowledge.   Students will respond to the varying demands of audience, task, and discipline.  ☑ Students will critique as well as comprehend.   Students will use technology and digital media strategically and capably.   Students will develop an understanding of other perspectives and cultures. | | | | | | | | | |
| |  | | --- | | **Unit Standards:** Teachers should list the standards to be addressed within the unit. | |  | | | | | | | | | |
| |  | | --- | | **Reading**  **RL4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  **RL4.3** – Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).  **RL4.4** – Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).  **RL4.5** - Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.  **RL4.6** – Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third- person narratives. | | | |  | | --- | | **Writing** |   **W4.3a -** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.  **W4.3b** - Use dialogue and description to develop experiences and events or show the responses of characters to situations.  **W4.3c -** Use a variety of transitional words and phrases to manage the sequence of events. | | | |  | | --- | | **Speaking and Listening** |   **SL4.1c** - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.  **SL4.1d** – Review the key ideas expressed and draw conclusions in light of information and knowledge gained and discussed. | | | |  | | --- | | **Language** |   **L4.1g -** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Correctly use frequently confused words (e.g., *to, too, two; there, their*).  **L4.2b -** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use commas and quotation marks to mark direct speech and quotations from a text.  **L4.3a -** Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely.  **L4.3c** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). |
| **Essential Questions:** Essential questions center on major issues, problems, concerns, interests, or themes relevant to the classroom. Essential questions should lead students to discover the big ideas. They need to go beyond *who, what and where.* They need to lead to the *how* and *why* | | | | **Big Ideas:** These are what students will discover as a result of instruction and learning activities. They are the main ideas of the learning, the conclusions, or the generalizations. Big Ideas should be open-ended and apply to more than one area of study. | | | | |
| * What personality traits do Beatrix Potter's naughty animals possess? * What kinds of trouble do they get into and what kinds of resolutions do they find for their problems? * What lessons are taught in the outcomes of the naughty animal stories? | | | | * Recognize the various story elements of selected stories including their settings, characters, bad deeds, consequences, and outcomes * Apply Potter's themes to their own lives by writing about a time when they committed a bad deed and learned something from it * Write and illustrate a simple naughty animal story using the story elements discussed in this lesson | | | | |
| **Learning Tasks:** Teachers list the various tasks students will engage in throughout the unit. | | | | | | | | |
| * **Reading Tasks** * Compare and contrast * Critical analysis * Critical thinking * Gathering, classifying and interpreting written, oral and visual information * Literary analysis * Making inferences and drawing conclusions | * **Writing Tasks** * Write about a time when they were naughty but learned a lesson from what they did wrong. Ask them to describe what they did and why they did it, what the consequences were, and what they learned from the experience * Students will write and illustrate their own naughty animal story! | | | * **Discussion Tasks** * Discuss common traits of the naughty animal characters as a class and ask the students what they think the moral of each story is. | | | * **Language/Vocabulary Tasks** * Pass the Dictionary: This activity gives students practice at looking up words in the dictionary. Begin by having one of the students find and pronounce a random word in the dictionary then ask the other students to write down their definition on a strip of paper. The first student then collects the papers and reads all of the definitions. The students must decide which definition is the correct one. The dictionary is then passed to the student who came up with the correct definition, and the game continues. | |
| **Assessments:** List types of assessments that will be used throughout the course of the unit.  \*If you do not have assessments for this unit, they should be created before moving on to the lesson design\* | | | | | | | | |
| **DIAGNOSTIC** | | | **FORMATIVE** | | | **SUMMATIVE** | | |
| Ask students if they are familiar with Peter Rabbit, Benjamin Bunny, Jemima Puddle Duck (characters from Beatrix Potter’s stories) or Beatrix Potter herself. Have student’s list important elements to stories. Put these elements on a chart for future usage. | | | Students will write and illustrate a fictional story using animals as central characters.  Students will write and illustrate a fictional animal tale and utilize story elements to create that story. | | | * Teacher- Made Test * ClassScape * MAP | | |
| **Text(s) Selections** (generated by (?) both teacher and student)  Teachers will list the genres/titles for study:   * + ["The Tale of Peter Rabbit"](http://www.tcom.ohiou.edu/books/kids/beatrix/p1.htm)   + ["The Story of a Fierce Bad Rabbit"](http://etext.lib.virginia.edu/etcbin/toccer-new2?id=PotBadR.sgm&images=images/modeng&data=/texts/english/modeng/parsed&tag=public&part=1&division=div1)   + ["The Tale of Two Bad Mice"](http://www.tcom.ohiou.edu/books/kids/beatrix/bm0.htm)   + ["Squirrel Nutkin,"](http://www.tcom.ohiou.edu/books/kids/beatrix/sn1.htm) | | | | | | | | |
| **Notes:**  **Resources**  Story Chart (see below)  Story Planning Chart (see below)  [Online Audio Beatrix Potter Books](http://www.wiredforbooks.org/favicon.ico) | | | | | | | | |



